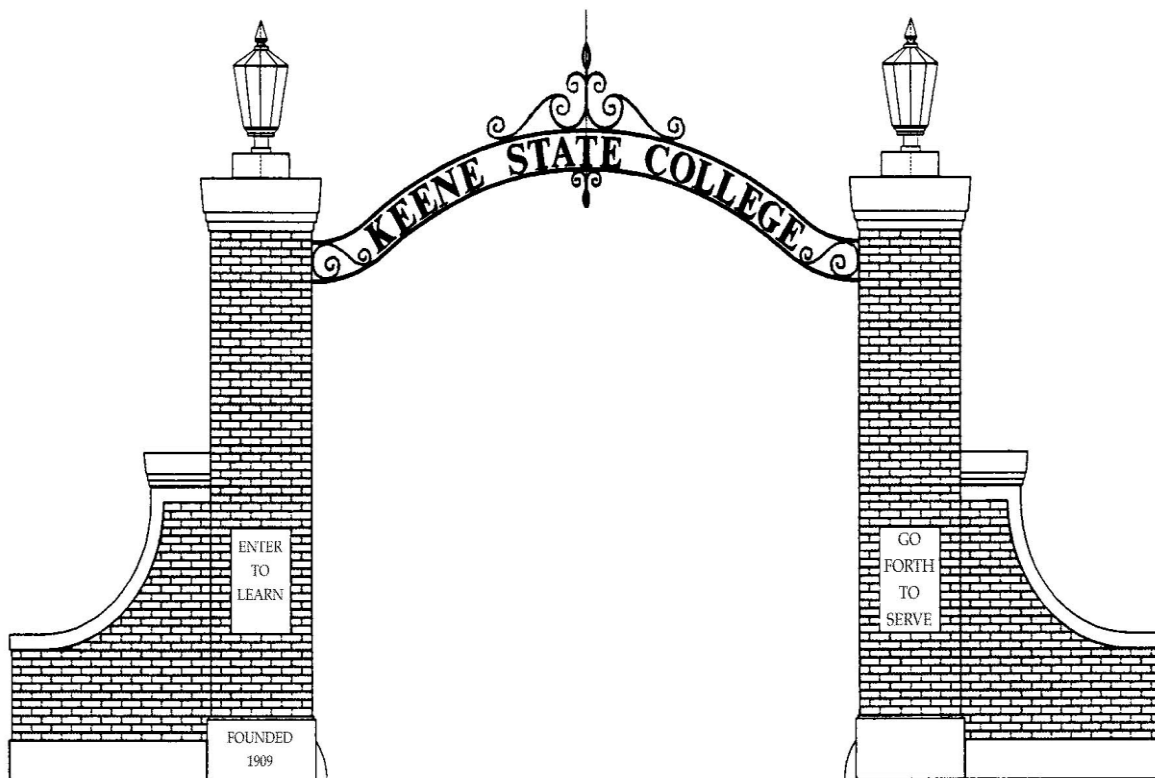


Student Teaching Handbook

Elementary Education

2011-2012



Teacher Education Office
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INTRODUCTION

Elementary Education Certification in New Hampshire covers the age range from Kindergarten to Grade 6. To this end, your student teaching placement(s) will complement your Method's experience. Typically you will have a minimum of one experience with children in the primary grades (K-3), and one with children in the intermediate grades (4-6). Some student teachers work in one classroom for the entire 14 weeks; some divide the placement between a primary and an intermediate classroom. This decision depends on your preferences, your learning style, your other certification requirements (e.g. special education), and on the availability of appropriate cooperating teachers. Upon successful completion of Student Teaching, you will be able to state that you have had supervised teaching experience in different classroom levels within elementary education.

You will find that each setting (primary level and intermediate level) has its own particular challenges and strengths. Subsequently, you will be learning complementary skills in each placement. Family involvement, integration of special needs students, thematic teaching and learning, the level of content to be taught, the use of technology, the integration of the arts, as well as the teaching of literacy skills will certainly vary. Methods for managing classroom transitions and routines may differ as well. Techniques for assessing student learning will match the developmental level of the students as well as the setting. The student teaching experience is designed to allow you to master the strengths and challenges of various elementary classrooms and to continue to develop your own style as a teacher.

GOALS

The ultimate goal of Student Teaching is to prepare you to assume leadership of your own classroom in your first professional teaching position. Student Teaching in Elementary Education thus prepares you to assume leadership in an elementary classroom with students from Kindergarten through the 6th grade. The Keene State College Elementary Education program follows the model developed by Charlotte Danielson (1996) in Enhancing Professional Practice: A Framework for Teaching. The broad goals of Student Teaching are taken from this model. The successful Student Teacher will:

1. Develop expertise in planning and preparation of curriculum.
2. Develop expertise in creating a positive classroom environment.
3. Develop expertise in classroom instruction.
4. Develop expertise in the range of professional responsibilities which are part of teaching.

OBJECTIVES

Specifically, the successful Elementary Education Student Teacher will meet the following objectives, which are based on the Danielson framework, in each student teaching placement:

Goal 1: Develop expertise in planning and preparation of curriculum.

- Plan individual and small-group lessons, demonstrating knowledge of content and appropriate pedagogy for the specific group of students
- Write clear and complete lesson plans, including clear instructional goals

- Plan overall daily curriculum
- Write clear and complete daily curriculum plans
- Identify resources for teaching and for students
- Develop written plans for at least one developmentally-appropriate unit
- Plan for the assessment of student learning

Goal 2: Develop expertise in creating a positive classroom environment.

- Develop rapport with students
- Manage classroom procedures
- Learn to manage student behaviors
- Use the physical space and materials for effective teaching and learning

Goal 3: Develop expertise in classroom instruction.

- Teach individual and small-group lessons
- Implement overall daily curriculum
- Lead teach (solo) for 1-2 weeks
- Implement at least one developmentally-appropriate unit
- Implement appropriate assessment of student learning
- Develop strategies for grouping students
- Demonstrate flexibility and responsiveness in teaching

Goal 4: Develop expertise in the range of professional teaching responsibilities.

- Demonstrate professional teaching responsibility by being prompt and prepared each day of the student teaching experience
- Learn and follow building procedures and rules
- Participate in school routines, playground and cafeteria duty responsibilities, etc.
- Communicate with parents/guardians and families
- Attend parent meetings and parent conference(s) whenever possible
- Attend appropriate staff meetings, professional workshops, conferences, etc.
- Attend school functions (open houses, fund raisers, etc.) when possible
- Demonstrate respect and confidentiality with regard to the children, families, staff and administration of the school
- Demonstrate cooperation and a positive attitude toward the children, families, staff and administration of the school
- Demonstrate openness to feedback and a desire for self improvement

PLANNING EXPECTATIONS

Planning, both short and long range, is an important part of what all teachers do. As a student teacher, you will need to plan both for daily lessons and for your role in the classroom for the whole semester. You will plan for each of your daily lessons by using the lesson plan form that you have used in Methods and with which you have become very familiar.

Daily and Weekly Planning:

As soon as you start your student teaching, your cooperating teacher will go over a timeline for you to gradually take over the teaching of the lessons. This will help you plan your weeks in the classroom, and plan for the weeks to come. (You can see a suggested outline in this handbook.)

As soon as s/he asks you to teach a lesson, usually in the first week, you will need to start writing a detailed plan for each lesson. This plan should be done well in advance of the lesson (a day) so that you and your cooperating teacher can go over it together.

In the beginning, the lesson you are teaching might only be a “simple” Morning Meeting or a Read Aloud. Look on this as a good opportunity for you to practice writing good lesson plans that will ensure your success. Even a simple, short activity will have an objective you want to accomplish, materials you will need to gather, classroom management considerations, and children whose individual needs will need to be met.

After you have taught a lesson such as Morning Meeting for a week or so, your cooperating teacher may agree that you no longer need to write out everything in a formal lesson plan. At that stage you will be comfortable with the format and the children’s needs, and you may be able to write out only a few notes to guide you. By then, you will have taken on another teaching responsibility, and will be writing plans for that. *This will be up to the discretion of the cooperating teacher. If he or she feels that you still need to focus on planning, they might ask you to continue with formal lesson plans for a while longer.*

A word of caution: You will seldom, if ever, see your cooperating teacher writing a lesson plan. You will probably see a plan book full of notes or a teacher’s edition of a text that the teacher uses. Remember that your cooperating teacher has had many years of experience, and at this stage, is able to know instinctively what to do to meet the challenges of each lesson, situation and child. He or she will also have spent a great deal of time planning for these lessons in years past, during the summer, in the evenings and on weekends.

Planning Notebook:

You will want to keep your lesson plans and long range plans in some type of organized notebook. This will become a good reference tool for you in future years and some of it may become part of your professional portfolio. You may want to collect ideas and artifacts, such as notes and pictures. Use this time as a chance to collect teaching ideas from experienced teachers, including art, music, phys. ed. and media.

DIFFRENCES BETWEEN 7- WEEK AND 14- WEEK PLACEMENTS

Unit Plan:	7 week:	one complete thematic unit developed and taught
	14 week:	one complete thematic unit developed and taught, with added required elements (see Unit Plan Guidelines)
Evaluations:	7 week:	one mid semester and a cumulative at the end
	14 week:	one after a third (5 weeks), another after the second third (9 weeks), and a cumulative at the end
Solo Teaching:	7 week:	1 to 2 weeks during weeks 5, 6 or 7
	14 week:	1 week in the middle, around week 7 ; 1-2 weeks toward the end, during weeks 12, 13, 14

UNIT REQUIREMENTS FOR 7-WEEK AND 14-WEEK PLACEMENTS

During student teaching, you will be creating a fully developed, thorough thematic unit. You have done parts of it in other Methods classes at Keene State. Now it is time to use all you have learned about curriculum development, child guidance and development and classroom management to create a two to three week unit focused around a theme that you and your cooperating teacher decide on. This theme may be primarily science or social studies, but your job will be to integrate other subject areas such as math, language arts and the arts. You will be teaching it during the last part of your student teaching placement, and will submit it for evaluation to both your cooperating teacher and your site supervisor.

You will develop only one thematic unit for each placement. If you are in two 7-week placements, you will then develop two units. If you are in one 14-week placement, you will create one unit, but it will have a few more requirements than the one for the 7-week placement. On the Unit Planning Guideline pages, you will see them marked with an * asterisk.

In either case, your thematic units need to be completed with all except the lesson reflections *before* you teach the unit. It should be turned in to your supervisors the week before you plan to teach the lessons. When you have completed your lessons, turn in the completed unit again, this time with lesson reflections (and unit reflection for the 14-week placement)

TIMELINE FOR 7-WEEK PLACEMENT (1 quarter)

The suggested timeline below is designed to be a model for you to customize to your particular setting, learning goals and needs. We suggest using this as a framework for Student Teacher, Cooperating Teacher and Supervisor planning.

When?	Student Teacher's Responsibility (S.T.)	Cooperating Teacher's Responsibility (C.T.)	Site Supervisor's Responsibility (S.S.)	Summary Reminders (S.T., C.T., S.S.)
Semester prior to student teaching experience/before Student Teaching begins	<ul style="list-style-type: none"> <input type="checkbox"/> Contact school and set up appointment to visit <input type="checkbox"/> Visit school, meet teachers <input type="checkbox"/> Request completion of Student Teaching Agreement Form <input type="checkbox"/> Discuss tentative lesson and unit ideas. Determine unit topic if possible. <input type="checkbox"/> Get information about curriculum goals, content, approaches, etc. you will be expected to implement 	<ul style="list-style-type: none"> <input type="checkbox"/> Agree to accept a student teacher <input type="checkbox"/> Become familiar with KSC guidelines <input type="checkbox"/> Meet with Student Teacher and share curriculum information <input type="checkbox"/> Complete Student Teaching Agreement form and forward to principal <input type="checkbox"/> Determine unit topic and scope if possible 	<ul style="list-style-type: none"> <input type="checkbox"/> Select cooperating teachers <input type="checkbox"/> Communicate with TEGS Office <input type="checkbox"/> Meet with prospective student teachers <input type="checkbox"/> Welcome and orient the student teachers to your school 	<ul style="list-style-type: none"> <input type="checkbox"/> Be sure to contact the TEGS Office (603-358-2286) if you have any questions. <input type="checkbox"/> Complete and return placement paperwork to TEGS Office.
Week 1 Student Teacher's Role: Observe & Assist	<ul style="list-style-type: none"> <input type="checkbox"/> Observe classroom routines and schedule <input type="checkbox"/> Observe "specials" <input type="checkbox"/> Participate as teaching assistant <input type="checkbox"/> Take over small groups <input type="checkbox"/> Begin leadership of Morning Meeting or circle (whole group) <input type="checkbox"/> Participate in school activities <input type="checkbox"/> Submit lesson plans <input type="checkbox"/> Attend Goal Setting Conference <input type="checkbox"/> Seek information and feedback on unit plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Welcome student teacher into the classroom <input type="checkbox"/> Develop way for S.T. to introduce him/herself to students and parents <input type="checkbox"/> Encourage and assign responsibilities for groups and other assistance in the classroom <input type="checkbox"/> Provide S.T. with access to student and curriculum information (as appropriate) <input type="checkbox"/> Review early lesson plans <input type="checkbox"/> Hold Goal Setting Conference <input type="checkbox"/> Develop unit with S.T. 	<ul style="list-style-type: none"> <input type="checkbox"/> Welcome and orient S.T. to the building <input type="checkbox"/> Hold first seminar to conduct orientation to physical space, explain expectations, get acquainted, etc. <input type="checkbox"/> Facilitate Goal Setting Conferences <input type="checkbox"/> Set up schedule for seminars <input type="checkbox"/> Establish tentative schedule for observations <input type="checkbox"/> Be available to consult with C.T. and S.T. 	<ul style="list-style-type: none"> <input type="checkbox"/> Goal setting conferences provide the opportunity to share expectations and open communication.

When?	Student Teacher's Responsibility (S.T.)	Cooperating Teacher's Responsibility (C.T.)	Site Supervisor's Responsibility (S.S.)	Summary Reminders (S.T., C.T., S.S.)
<p>Week 2</p> <p>Student Teacher's Role:</p> <p>Assist & Team Teach with Cooperating Teacher</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Continue activities from Week 1 <input type="checkbox"/> Take responsibility for 1-2 disciplines (plan, prepare materials, teach lessons, assess) <input type="checkbox"/> Observe and support transitions <input type="checkbox"/> Increase leadership of morning routines <input type="checkbox"/> Submit lesson plans 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop plan of increasing responsibility for S.T. <input type="checkbox"/> Discuss unit plan progress <input type="checkbox"/> Review lesson plans and give suggestions <input type="checkbox"/> Guide selection of curriculum and instructional activities <input type="checkbox"/> Involve S.T. in other school activities (e.g. duties, meetings) 	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with S.T. to discuss teaching experiences <input type="checkbox"/> Conduct informal observations and give feedback and suggestions on a regular basis <input type="checkbox"/> Schedule first formal observation(s) <input type="checkbox"/> Review lesson plans and progress on unit planning <input type="checkbox"/> Conduct seminar on unit planning 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue open communication as student teacher continues transition into classroom and school culture
<p>Week 3</p> <p>Student Teacher's Role:</p> <p>Team Teach with Cooperating Teacher and Leadership</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Continue from Weeks 1 & 2 <input type="checkbox"/> Add planning and teaching responsibilities for 1-2 more disciplines and/or times of day <input type="checkbox"/> Take responsibility for record keeping (attendance, milk, etc.) <input type="checkbox"/> Take responsibility for transitions <input type="checkbox"/> Complete first draft of unit plan <input type="checkbox"/> Seek feedback on unit plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and implement lessons with S.T. <input type="checkbox"/> Provide opportunity for S.T. to take over routines, transitions, record keeping, etc. <input type="checkbox"/> Review unit plans with S.T. and provide feedback <input type="checkbox"/> Continue to facilitate S.T. in taking over additional responsibilities <input type="checkbox"/> Conduct first formal observation 	<ul style="list-style-type: none"> <input type="checkbox"/> Collect lesson plan for formal observation to submit with write-up <input type="checkbox"/> Conduct first formal observation, including pre- and post-conference with S.T. <input type="checkbox"/> Discuss daily and weekly planning responsibilities <input type="checkbox"/> Review progress on unit plan and provide feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete first formal observation and submit to TEGS if there are concerns. <input type="checkbox"/> Remember that TEGS is available for trouble-shooting and problem solving.

When?	Student Teacher's Responsibility (S.T.)	Cooperating Teacher's Responsibility (C.T.)	Site Supervisor's Responsibility (S.S.)	Summary Reminders (S.T., C.T., S.S.)
<p>Week 4</p> <p>Student Teacher's Role:</p> <p>Leadership and Team Teach with Cooperating Teacher</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Continue established responsibilities <input type="checkbox"/> Take responsibility for major parts of the day <input type="checkbox"/> Take responsibility for whole group, teaming with classroom teacher <input type="checkbox"/> Implement unit/theme <input type="checkbox"/> Submit plans for first solo week for feedback <input type="checkbox"/> Prepare self-evaluation for Mid-Quarter Evaluation Conference 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue established responsibilities <input type="checkbox"/> Prepare Mid-Quarter Evaluation and hold Mid-Quarter Conference <input type="checkbox"/> Communicate regularly with student teacher about strengths and concerns <input type="checkbox"/> Communicate with site supervisor about S.T. progress <input type="checkbox"/> Review plans for solo week and provide feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue established responsibilities as appropriate and necessary <input type="checkbox"/> Consult with cooperating teachers for mid-quarter progress <input type="checkbox"/> Continue with informal observations and feedback <input type="checkbox"/> Review plans as appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Mid-Quarter Evaluation Conference should be held this week. Be sure to identify areas of concern as well as areas of growth. If there are significant areas of concern, notify TEGS and provide documentation.
<p>Week 5</p> <p>Student Teacher's Role:</p> <p>Lead Teach/Solo</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Take responsibility for entire group/day/week/curriculum <input type="checkbox"/> Use cooperating teacher as consultant <input type="checkbox"/> Continue unit/theme <input type="checkbox"/> Submit plans for second solo week for feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Review plans for second solo week and provide feedback <input type="checkbox"/> Continue informal observations and feedback <input type="checkbox"/> Conduct second formal observation 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct second formal observation and write up, including lesson plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Second formal observation should be completed this week.
<p>Week 6</p> <p>Student Teacher's Role:</p> <p>Lead Teach/Solo</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Take responsibility for entire group/day/week <input type="checkbox"/> Use cooperating teacher as consultant <input type="checkbox"/> Continue unit/theme <input type="checkbox"/> Complete self evaluation for Final Evaluation Conference 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin final evaluation forms <input type="checkbox"/> Conduct additional observations as needed <input type="checkbox"/> Schedule Final Evaluation Conference 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin final evaluation forms <input type="checkbox"/> Conduct additional observations as needed 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct additional observations as needed. <input type="checkbox"/> Prepare for Final Evaluation.

When?	Student Teacher's Responsibility (S.T.)	Cooperating Teacher's Responsibility (C.T.)	Site Supervisor's Responsibility (S.S.)	Summary Reminders (S.T., C.T., S.S.)
Week 7 Student Teacher's Role: Closure	<ul style="list-style-type: none"> ❑ Complete unit/theme if necessary ❑ Plan/implement closure activities ❑ Observe other classroom teachers during specials, recess, breaks, etc. ❑ Complete assessments ❑ Celebrate with students ❑ Take part in Final Evaluation Conference 	<ul style="list-style-type: none"> ❑ Hold Final Evaluation Conference ❑ Share written evaluation with S.T. ❑ Support S.T. with closure activities 	<ul style="list-style-type: none"> ❑ Hold Final Evaluation Conference ❑ Share written evaluation with S.T. ❑ Support S.T. with closure and transition out of classroom ❑ Prepare for transition to new placement if appropriate 	<ul style="list-style-type: none"> ❑ Final Evaluation Conference should be held this week. ❑ Submit paperwork to TEGS.

TIMELINE FOR 14-WEEK PLACEMENT (entire semester)

The following timeline is designed to be a model for you to customize to your particular setting, learning goals and needs. We suggest using this as a framework for Student Teacher, Cooperating Teacher and Supervisor planning.

When?	Student Teacher's Responsibility (S.T.)	Cooperating Teacher's Responsibility (C.T.)	Site Supervisor's Responsibility (S.S.)	Summary Reminders (S.T., C.T., S.S.)
Semester prior to student teaching experience/before Student Teaching begins	<ul style="list-style-type: none"> <input type="checkbox"/> Contact school and set up appointment to visit <input type="checkbox"/> Visit school, meet teachers <input type="checkbox"/> Request completion of Student Teaching Agreement <input type="checkbox"/> Discuss tentative lesson and unit ideas. Determine first unit topic if possible. <input type="checkbox"/> Get information about curriculum goals, approaches, etc. you will be expected to implement 	<ul style="list-style-type: none"> <input type="checkbox"/> Agree to accept a Student Teacher <input type="checkbox"/> Become familiar with KSC guidelines <input type="checkbox"/> Meet with Student Teacher and share curriculum information <input type="checkbox"/> Complete Student Teaching Agreement form and forward to principal <input type="checkbox"/> Determine unit topic and scope if possible 	<ul style="list-style-type: none"> <input type="checkbox"/> Select Cooperating Teachers <input type="checkbox"/> Communicate with TEGS Office <input type="checkbox"/> Meet with prospective Student Teachers <input type="checkbox"/> Welcome and orient the Student Teachers to your school 	<ul style="list-style-type: none"> <input type="checkbox"/> Be sure to contact the TEGS Office (603-358-2286) if you have any questions. <input type="checkbox"/> Complete and return placement paperwork to TEGS Office.
Week 1 Student Teacher's Role: Observe & Assist	<ul style="list-style-type: none"> <input type="checkbox"/> Observe classroom routines and schedule <input type="checkbox"/> Observe "specials" <input type="checkbox"/> Participate as teaching assistant <input type="checkbox"/> Take over small groups <input type="checkbox"/> Begin leadership of Morning Meeting or circle (whole group) <input type="checkbox"/> Participate in school activities <input type="checkbox"/> Submit lesson plans <input type="checkbox"/> Attend Goal Setting Conference <input type="checkbox"/> Seek information and feedback on unit plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Welcome S.T. into the classroom <input type="checkbox"/> Develop way for S.T. to introduce him/herself to students and parents <input type="checkbox"/> Encourage and assign responsibilities for groups and other assistance in the classroom <input type="checkbox"/> Provide S.T. with access to student and curriculum information (as appropriate) <input type="checkbox"/> Review early lesson plans <input type="checkbox"/> Hold Goal Setting Conference <input type="checkbox"/> Develop unit with S.T. 	<ul style="list-style-type: none"> <input type="checkbox"/> Welcome and orient S.T.(s) to the building <input type="checkbox"/> Hold first seminar to conduct orientation to physical space, explain expectations, get acquainted, etc. <input type="checkbox"/> Facilitate Goal Setting Conferences <input type="checkbox"/> Set up schedule for seminars <input type="checkbox"/> Establish tentative schedule for observations <input type="checkbox"/> Be available to consult with C.T. and S.T. 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct Goal Setting Conferences to provide the opportunity to share expectations and open communication.

When?	Student Teacher's Responsibility (S.T.)	Cooperating Teacher's Responsibility (C.T.)	Site Supervisor's Responsibility (S.S.)	Summary Reminders (S.T., C.T., S.S.)
<p>Week 2</p> <p>Student Teacher's Role:</p> <p>Assist & Team Teach with Cooperating Teacher</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Continue activities from Week 1 <input type="checkbox"/> Take responsibility for 1-2 disciplines (plan, prepare materials, teach lessons, assess) <input type="checkbox"/> Observe and support transitions <input type="checkbox"/> Increase leadership of morning routines <input type="checkbox"/> Submit lesson plans 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop plan of increasing responsibility for S.T. <input type="checkbox"/> Review lesson plans and give suggestions <input type="checkbox"/> Guide selection of curriculum and instructional activities <input type="checkbox"/> Involve S.T. in other school activities (e.g. duties, meetings) 	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with S.T. to discuss teaching experiences <input type="checkbox"/> Conduct informal observations and give feedback and suggestions on a regular basis <input type="checkbox"/> Review lesson plans <input type="checkbox"/> Conduct seminar on unit planning (if necessary) <input type="checkbox"/> Schedule first formal observation(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue open communication as S.T. continues transition into classroom and school culture
<p>Week 3</p> <p>Student Teacher's Role:</p> <p>Team Teach with Cooperating Teacher and Leadership</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Continue previous activities <input type="checkbox"/> Add planning and teaching responsibilities for 1-2 more disciplines and/or times of day <input type="checkbox"/> Take responsibility for record keeping (attendance, milk, etc.) <input type="checkbox"/> Take responsibility for transitions <input type="checkbox"/> Complete first draft <input type="checkbox"/> Continue to work on unit plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and implement lessons with S.T. <input type="checkbox"/> Provide opportunity for S.T. to take over routines, transitions, record keeping, etc. <input type="checkbox"/> Continue to facilitate S.T. in taking over additional responsibilities. <input type="checkbox"/> Conduct first formal observation and write-up 	<ul style="list-style-type: none"> <input type="checkbox"/> Collect lesson plan for formal observation to submit with write-up <input type="checkbox"/> Discuss daily and weekly planning responsibilities 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete first formal observation and submit to TEGS if there are concerns. <input type="checkbox"/> Remember that TEGS is available for trouble shooting and problem solving

When?	Student Teacher's Responsibility (S.T.)	Cooperating Teacher's Responsibility (C.T.)	Site Supervisor's Responsibility (S.S.)	Summary Reminders (S.T., C.T., S.S.)
<p>Weeks 4 - 5</p> <p>Student Teacher's Role:</p> <p>Provide Leadership and Team Teach with Cooperating Teacher</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Continue established responsibilities <input type="checkbox"/> Take responsibility for major parts of the day <input type="checkbox"/> Take responsibility for whole group, teaming with classroom teacher <input type="checkbox"/> Use cooperating teacher as consultant <input type="checkbox"/> Submit plans for first solo weeks (6&7) for feedback <input type="checkbox"/> Prepare self-evaluation for "First third" Evaluation Conference <input type="checkbox"/> Prepare for first solo weeks 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue established responsibilities <input type="checkbox"/> Prepare "First third" Evaluation and hold "First-third" Conference <input type="checkbox"/> Communicate regularly with S.T. about strengths and concerns <input type="checkbox"/> Communicate with site supervisor about S.T. progress <input type="checkbox"/> Review plans for solo weeks and provide feedback <input type="checkbox"/> Continue informal observations and provide feedback <input type="checkbox"/> Review progress on unit planning 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue established responsibilities as appropriate and necessary <input type="checkbox"/> Consult with C.T. on "First third" progress <input type="checkbox"/> Conduct first formal observation, including pre- and post-conference with S.T. <input type="checkbox"/> Review plans (as appropriate) <input type="checkbox"/> Conduct additional observations (as needed) <input type="checkbox"/> Schedule second formal observation(s) <input type="checkbox"/> Review progress on unit planning 	<ul style="list-style-type: none"> <input type="checkbox"/> "First-third" Evaluation Conference should be held by Week 5 at the latest. Be sure to identify areas of concern as well as areas of growth. If there are significant areas of concern, notify TEGS and provide documentation. <input type="checkbox"/> Second formal observation should be completed by the end of Week 5.
<p>Weeks 6 - 7</p> <p>Student Teacher's Role:</p> <p>Lead Teach/Solo (first two weeks)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Take responsibility for entire group/day/week/curriculum <input type="checkbox"/> Use C.T. as consultant 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate regularly with S.T. about strengths and concerns <input type="checkbox"/> Conduct second formal observation and write-up 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct second formal observation and write up, including lesson plan 	<ul style="list-style-type: none"> <input type="checkbox"/>

When?	Student Teacher's Responsibility (S.T.)	Cooperating Teacher's Responsibility (C.T.)	Site Supervisor's Responsibility (S.S.)	Summary Reminders (S.T., C.T., S.S.)
<p>Week 8</p> <p>Student Teacher's Role:</p> <p>Co-teach with Cooperating Teacher, Evaluate and Reflect</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Continue previous activities and responsibilities <input type="checkbox"/> Take time to evaluate teaching experiences <input type="checkbox"/> Get feedback on unit plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and implement lessons with S.T. <input type="checkbox"/> Provide opportunity for S.T. to focus on assessment and record keeping strategies <input type="checkbox"/> Review unit plans with S.T. and provide feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue established responsibilities (as appropriate and necessary) <input type="checkbox"/> Review unit plans with S.T. <input type="checkbox"/> Schedule third formal observation(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on solo weeks.
<p>Weeks 9 - 10</p> <p>Student Teacher's Role:</p> <p>Provide Leadership and Team Teach with Cooperating Teacher</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Continue all previous responsibilities <input type="checkbox"/> Submit completed unit to CT and SS (all but reflections) <input type="checkbox"/> Submit plans for second solo weeks (11&12) for feedback <input type="checkbox"/> Prepare self-evaluation for "Second-third" Evaluation Conference <input type="checkbox"/> Prepare for second solo weeks 	<ul style="list-style-type: none"> <input type="checkbox"/> Review plans for solo weeks and provide feedback <input type="checkbox"/> Conduct third formal observation and write-up <input type="checkbox"/> Provide opportunity for family contact if possible <input type="checkbox"/> Prepare for and hold "Second-third" Evaluation Conference <input type="checkbox"/> Review partially completed unit & provide feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct third formal observation and write up, including lesson plan <input type="checkbox"/> Schedule fourth formal observation(s) <input type="checkbox"/> Review partially completed unit & provide feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct "Second-third" Evaluation Conference during Week 9 (Week 10 at the latest).

When?	Student Teacher's Responsibility (S.T.)	Cooperating Teacher's Responsibility (C.T.)	Site Supervisor's Responsibility (S.S.)	Summary Reminders (S.T., C.T., S.S.)
Weeks 11 - 12 Student Teacher's Role: Lead Teach/Solo (second two weeks)	<ul style="list-style-type: none"> <input type="checkbox"/> Take responsibility for entire group/day/week/curriculum <input type="checkbox"/> Use C.T. as consultant <input type="checkbox"/> Teach unit 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate regularly with S.T. about strengths and concerns <input type="checkbox"/> Conduct fourth formal observation and write-up 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct fourth formal observation and write up, including lesson plan 	<ul style="list-style-type: none"> <input type="checkbox"/>
Weeks 13-14 Student Teacher's Role: Closure	<ul style="list-style-type: none"> <input type="checkbox"/> Complete unit/theme if necessary <input type="checkbox"/> Submit unit with reflections to CT & SS <input type="checkbox"/> Plan/implement closure activities <input type="checkbox"/> Observe other classroom teachers during specials, recess, breaks, etc. <input type="checkbox"/> Complete assessments <input type="checkbox"/> Celebrate with students <input type="checkbox"/> Prepare for Final Evaluation Conference 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare for and hold Final Evaluation Conference <input type="checkbox"/> Share written evaluation with S.T. <input type="checkbox"/> Support S.T. with closure activities <input type="checkbox"/> Evaluate completed unit 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare for and hold Final Evaluation Conference <input type="checkbox"/> Share written evaluation with S.T. <input type="checkbox"/> Support S.T. with closure and transition out of classroom <input type="checkbox"/> Evaluate completed unit 	<ul style="list-style-type: none"> <input type="checkbox"/> Second unit should be submitted for evaluation. <input type="checkbox"/> Final Evaluation Conference should be held during final week. <input type="checkbox"/> Submit paperwork to TEGS.

LESSON PLAN FORMAT

Name: _____ Date: _____ Grade Level: _____

Subject: _____ Topic: _____

Purpose: Write the broad purpose or goal of this lesson.

Curriculum Standard: State the curriculum standard using either NH State Standards or National Standards.

Objective(s): What skills, concepts, and knowledge do you expect the children will learn? Keep the standards in mind and use specific (observable, measurable) learning verbs.

Materials Needed for Learning Experience:

Teacher:

Student:

Anticipated Length of Learning Experience:

Student Grouping: Whole group, small group, individual? If small group *how will you create groups* and provide work space? (Keep in mind that it may be beneficial to use more than one grouping modality within a single lesson.)

Prerequisite Knowledge:

Teacher: What content knowledge does the teacher need to teach this lesson?

Student: What prerequisite knowledge does the student need for success in this lesson? Do you anticipate any misconceptions? If so, briefly describe them.

Procedure: Write in detail what you, as the teacher, will do as well as what the students will do. Your procedure must be in sufficient detail to allow someone to teach the lesson with only this plan as a guide.

1. Introduction:

- Make connections to students' previous learning
- Motivate, gain attention and create interest
- Discuss purpose and tell students what they will be learning

2. Body of Learning Experience:

- Plan activities with objectives in mind
- Use guided practice and modeling of expected activity/behavior
- Use independent practice when appropriate
- Use questioning techniques
- Check for understanding (formative assessment)
- Include plans for early finishers that enhance learning within the subject area (reach beyond silent reading and/or worksheets)

3. Conclusion:

- Summarize what students have learned
- Check for understanding

- Make connections to previous learning and upcoming lessons
- Re-teach/enrich/review as needed
- Include students in clean up when appropriate
- Link to next lesson/activity

Assessment: How will you know how to adjust your teaching to meet the immediate needs of the students? How will you know the lesson’s objectives have been met? How will the student know a skill or concept has been learned or knowledge gained?

1. Formative: What observations will you make and assessment techniques will you use *while* you are teaching that may influence choices you make in the lesson?

2. Summative: What questions can you ask, actions can you take or assignments can you give so that you will have evidence of the extent to which each student has met the lesson’s objectives? How might you include physical movement and/or the arts into your assessment (either formative or summative)?

Child Guidance (Behavioral):

Proactive Considerations:	Reactive Considerations:
What will you do to prevent confusion and misunderstandings about directions?	What will you do in response to student misbehavior? Will you have a sequence of steps you will take?
What will you do to prevent behavioral or attention issues for whole group or individuals?	What will you do to redirect attention if students have difficulty attending?
What is built into your plan to promote cooperation and positive social interaction?	What will you do in response to student confusion about directions?
What will you do to promote participation by all students?	

Child Guidance (Cognitive):

Consider the following before you fill in the chart that follows.

How have you planned for specific students’ needs? What instructional and/or environmental modifications are needed for students with learning, attention, behavior or emotional problems? What modifications are needed for those with advanced knowledge or level of interest? Have you planned for a diverse student population -socioeconomic status, ethnicity, race, gender, etc.? (*Be more specific than “an aide will assist student.” Tell what the aide will do to ensure success.*) How does this lesson honor the multiple intelligences, prior experiences and interests of the students (individually and as a group)?

Needs for Lesson Participation:	Modification Required:
What required skills within the lesson present challenges for individual students?	How can the <i>instructional plan</i> be modified to ensure success for this student?
What components of the lesson need enrichment to promote engagement?	How can the <i>classroom environment</i> be modified to ensure success?
What components of the lesson need modification to promote full engagement due to diverse student population?	How can <i>instructional materials</i> be modified to ensure success?

Resources Used: Using APA format, give credit for any materials you have used in the development of your lesson.

Lesson Reflection: After teaching your lesson, spend some time reflecting on the experience with a critical eye. Look as objectively as you can on what went well in your teaching of the lesson and what did not go as well. As you do this, remember that your ultimate goal is for your students to learn. Keep in mind that all good teachers, no matter how experienced, are continually improving on their teaching practice and it is through this kind of reflection that you will grow as a teacher.

Every Lesson Reflection has the following two components:

1. Analysis: What went well with the lesson? Why did you teach the lesson the way you did? Were the objectives achieved? What did the students learn and how do you know they learned this? Did students have misconceptions and what were they? What were the areas of confusion for students? What positive impact did you have on students? What interventions were tried with student(s)? What interventions worked? What interventions didn't work?

2. Planning: Now that you have taught this lesson and analyzed the experience, describe how you would plan for this lesson if you were going to teach it again. Use these guiding questions: What will you do the same in the future based on this lesson? What would you do differently? What new strategies might you use? What strategies might you use again? What interventions could you use with other children? What interventions with students might you never use again? What impact did the children have on your teaching philosophy? How did your values change as a result of this experience?

LESSON PLAN FORMAT

NAME: _____ DATE: _____ GRADE LEVEL: _____

SUBJECT: _____ TOPIC: _____

PURPOSE:

CURRICULUM STANDARD

OBJECTIVE(S):

MATERIALS NEEDED FOR LEARNING EXPERIENCE:

TEACHER:

STUDENT:

ANTICIPATED LENGTH OF LEARNING EXPERIENCE:

STUDENT GROUPING:

PREREQUISITE KNOWLEDGE:

TEACHER:

STUDENT:

PROCEDURE:

1. INTRODUCTION:

2. BODY OF LEARNING EXPERIENCE

3. CONCLUSION

ASSESSMENT:

1. FORMATIVE:

2. SUMMATIVE

CHILD GUIDANCE:

PROACTIVE CONSIDERATIONS:	REACTIVE CONSIDERATIONS:

DIFFERENTIATION:

NEEDS FOR LESSON PARTICIPATION:	MODIFICATION REQUIRED:
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RESOURCES USED:**LESSON REFLECTION:****1. DESCRIPTION:****2. ANALYSIS:****3. PLANNING:**

UNIT PLAN GUIDELINES

Your written unit should include the following components. (*Explanatory remarks and sample entries are included in italics.*) Additional requirements for those in a 14-week placement are marked with *.

Your Name:

Developmental Level/Grade Level: *second grade inclusion classroom*

Topic: *plants* **Discipline focus:** *science and literacy*

Table of Contents: *List all the components of the unit and the pages where they can be located. This will help the reader navigate your document.*

Goals and Rationale: *This section answers the question "why study this topic" and includes broad goals. Keep in mind that your student population will be diverse in their backgrounds, in their learning styles, in what they already know, etc. For example, to gain understanding of how plants grow and change throughout their lifecycle. "Plants" is a district science curriculum topic, and students will develop their literacy skills through the study of plants. Include the Essential Questions that focus your planning. For example, how do plants grow and change? What happens during each season to plants? How can students express their new knowledge about plants in writing?*

Curriculum Standards: *Cite the state, national or core standards you are covering by teaching this unit. Use the standard numbers **and** the wording of the standard.*

Objectives: *These are specific, measurable outcomes you are planning for the unit. They should be observable and your assessment strategies must be linked to these objectives. For example, students will be able to describe the life cycle of a vegetable, flower, and tree from seed to full growth. Students will be able to list three changes that happen to vegetables, flowers, and trees in each of the four seasons.*

Unit Assessment: *How will you know your unit objectives have been met? Include the various assessment strategies you will use, and the culminating activity/ project/ presentation that will allow students to show what they have learned. Remember to include approaches that honor multiple intelligences. For example, students will create a collage that shows the sequence of plant growth from seed to full grown tree. Students will write a poem about plants in each season of the year.*

Overview: *Create a chart or list that organizes the unit and explains why the lessons are arranged in the specific order you have planned. Be sure to include pre-assessment (how you will find out what students already know), introduction (how you will motivate interest in this topic), the organization of the lessons and the conclusion of the unit.*

Web/Wheel: This section provides a visual representation of the organization of your unit and how it links to the different academic disciplines or developmental areas included. This should be typed, using a graphic organizer or a program such as Inspiration. You should include Language Arts, Math, Science and/or Social Studies and the Arts (music, art, drama, movement). You should include many more ideas on here than you will be able to use at this time. (minimum of two ideas under each topic; * minimum of four ideas for each topic)

***Activities Explanation page:** For at least two of the ideas on each section of your web, write out an explanation of them. For example, if on your web you have written, "Play the Frog Game," write out how to play the game on this page. (minimum of 8 activity explanations)

***Visual Display:** This will be a display of the culminating project of your unit, done by the children. It can be a bulletin board display, a mural they have created, dioramas, sculptures, art work, or any type of display you would be proud to show to other teachers and parents. Take pictures of it to include in your unit.

***Technology:** In this part, describe how you will include technology in this unit. It can include both your use of technology and the children's use of it as they work on the unit. For example, the class might create a power point to share their research of Rain Forest animals. You might find or create a Webquest for the children to do. You might make use of a Smartboard during your teaching. Make sure it is consistent with the technology standards found at this grade level.

Lessons: Include complete plans for each lesson in the unit. For each lesson, be sure to indicate the lesson objectives, the state standards addressed, your assessment plans, etc. Follow the Lesson Plan format. Discuss with your cooperating teacher how many lessons you will be teaching.

Background Information: It is vital that you as a teacher know about the subject that you are teaching. This is your opportunity to become an "expert" in a new area! Summarize the background information on the topic that a teacher needs to successfully teach the unit. In the case of plants, you would include information about the growth cycle, growing conditions, the differences between vegetables, flowers, and trees, how the seasons affect each type of plant, etc. You will need to research this information in the library or on the Internet. Include your sources in the bibliography section. Include information above and below the grade level for which you are planning the unit. You may write it in either paragraph or outline form.

Family Involvement: Develop a letter to families introducing and explaining your unit and what their child will learn. Include strategies that will involve families in the learning process.

Service Learning/Community Involvement: Include potential community service projects and field trip possibilities that will connect to the goals and objectives of the unit. Research people in the area who might be guest speakers, including parents, fellow teachers, community members and college faculty.

Annotated Bibliography: *Using APA style, include a list of resources for teachers and children. Make a 2-3 sentence annotation as to the content and use of each source. Be sure to include: books, internet sites, and professional sources.*

***Unit Reflection:** *This should be one to two pages on which you reflect on yourself as a learner and a teacher after completing the writing and teaching of this unit. What did you learn about teaching this subject area? about your teaching style and about the children? What would do differently if you taught it again? What did you think about the process of developing the unit and what would you change for the next time?*

GUIDELINES FOR COMPLETING FORMS

Guidelines for Completing the Goal Setting Form

Goal setting is an important part of getting started on the student teaching experience. Each student teacher comes with a unique set of strengths and concerns. Sharing areas for growth and improvement, as well as strengths, will focus the student teacher's approach to the student teaching experience and will facilitate the work of the cooperating teacher and site supervisor. This conversation will also set the stage for open and honest communication among all parties, and will help identify what areas of the student teaching experience may need more attention for individual student teachers.

The Goal Setting Form should be completed during the first week by the student teacher and the cooperating teacher. Sometimes the site supervisor will also sit in on these conversations. The Goal Setting Form utilizes the broad framework of domains from the Danielson (1996) model. It is open-ended to allow for each student teacher and cooperating teacher dyad to set the appropriate goals for their unique situation. These goals are meant to complement the evaluation criteria outlined in the Student Teacher's Handbook and the Partnership Handbook. Copies of the Goal Setting Form should be given to the student teacher, the cooperating teacher, and the site supervisor by the Monday of the second week of student teaching. They become part of the student teacher's file.

Guidelines for Conducting Formal Observations and Completing the Observation Form

The Student Teaching Observation Form lists criteria for observation under the four domains from the Danielson Framework. Prior to the observation, the observer should review the lesson plan with the student teacher, and hold a "pre-observation conversation." This conversation (or conference) should focus on what the student teacher would like to learn from the observer about his/her teaching, as well as clarify the lesson to be taught. The observer should also share with the student teacher any focus areas. (For example, the student teacher is concerned about the pacing of lessons and shares this as the focus area with the observer. The observer has noticed that the student teacher tends to rush the directions for a lesson and shares this as a focus.) The purpose is to foster open communication prior to the observation process so that it will be mutually beneficial.

During the observation the observer should take notes by a method appropriate to the focus of the observation (i.e. time or event sampling, running record, frequency count, videotape). The data collected should be shared with the student teacher. Some observers find it useful to talk immediately after the lesson; others find that sharing the written data right away is useful; still others wait until the end of the school day to process the experience. This decision must be made by the observer and reflect the realities of the situation and the preferences of the individuals involved.

The "post-observation conversation" (or conference) usually begins with the student teacher's own reflection on the lesson, and a sharing of the observation notes. The observer then will give feedback in the form of positive comments and focused suggestions for improvement for the future, and ideas of what might have been done differently with the lesson just observed. The written observation form must also be completed, copied, and shared with the student teacher and the TEGS Office. (Ratings are described on Page 20.)

Guidelines for Mid-quarter Conference and Mid-quarter Evaluation Form

At mid-quarter, the student teacher and cooperating teacher should sit down and conduct a conference. The student teacher must prepare a self-evaluation on progress-to-date for the goals set at the outset of the experience, and complete a mid-quarter self evaluation, using the Student Teaching Evaluation Form and circling the appropriate categories on the form. This should be completed prior to the Mid-quarter Conference session. In most cases, the cooperating teacher also completes this form prior to the meeting, although it is acceptable for the cooperating teacher to complete the form during the meeting, based on the discussion.

Usually the site supervisor attends this Mid-quarter Conference. Copies of the Mid-quarter Evaluation Forms must be given to the student teacher, cooperating teacher, and site supervisor and become part of the student teacher's file. **If the student teacher is at risk for not completing the experience successfully, the site supervisor must attend this conference, and the TEGS Office must be notified. The student teacher must receive clear feedback and information about his/her performance at this meeting, in order to provide her/him the opportunity to improve and be successful.**

Guidelines for 14-Week Placement Conferencing

When a student teacher is placed in the same classroom for the entire student teaching experience, the schedule for mid-placement conferences and evaluations changes. In this situation it is recommended that formal evaluation conferences be held after the "first third" and "second third" of the experience (Weeks 5 and 9 respectively). The student teacher and cooperating teacher should each prepare the evaluation form and hold a formal conference twice during the placement, and again at the end for the final evaluation. It is recommended that the site supervisor attend at least one of the mid-placement sessions.

Guidelines for Final Conference and Final Evaluation Form

At the end of the student teaching experience, the student teacher and cooperating teacher should sit down and conduct a final conference. Usually the site supervisor attends this conference. The student teacher and cooperating teacher must complete the Final Student Teaching Evaluation Form prior to the conference session. The cooperating teacher must also write a narrative evaluation and share that with the student teacher. Sometimes this narrative is written prior to the final conference; sometimes the cooperating teacher prefers to write it afterwards, based on the conference discussion. Copies of all evaluation forms must be given to the student teacher, cooperating teacher, and site supervisor. They become part of the student teacher's file.

EXPECTATIONS FOR RATINGS

Ratings

Use the following codes to evaluate the student teacher's progress on the observation form, and on the mid-term and final evaluation forms. The student teacher is referred to as the "candidate" to differentiate him/her from the classroom students.

ME=Meeting Expectations

The candidate has a basic level of performance in this area for a student teacher who is preparing to begin as a professional. Remember that it is not appropriate to compare the student teacher's work to that of an experienced teacher. The observer should provide suggestions and next steps for the student teacher so she/he can continue to improve and strengthen his/her performance in this area. Many candidates fall within this level of performance.

EE=Exceeding Expectations

The candidate has a high level of performance in this area for a student teacher who is preparing to begin as a professional. Criteria where the student teacher is exceeding expectations are considered strengths of the student teacher, and should be noted as such on the final evaluation and in the final narrative. Few candidates fall within this level of performance.

NI=Needs Improvement

The candidate is weak in this area and needs to focus more energy on bringing this aspect of teaching to a basic level. The observer should provide resources and specific suggestions for improvement in any such areas. It is expected that student teachers will have many areas that need improvement initially, but that with focused and supportive supervision, they will be able to improve in most of these areas.

NA=Not Applicable or Not Observed

Any item on the form that does not apply or was not observed during that specific observation should be marked NA. The observer should make every effort to observe at varied times during the school day and week in order to observe the range of teacher behaviors outlined on the form.

Comments

The most important part of the form is the Comments section, which will provide the details needed for both the student teacher and the TEGS Office to understand the thinking of the observer. Feel free to attach another sheet of paper, or to use the back of the observation form for additional comments.

KSC STUDENT TEACHING: GOAL SETTING FORM

Student Teacher _____ Cooperating Teacher _____

Student Teaching Placement _____ Site Supervisor _____

Directions: Consult the *Student Teacher's Handbook, Parts I and II*, and the *Partnership Handbook for Student Teaching Centers* for the responsibilities, goals, objectives, and evaluation guidelines for the KSC Student Teaching experience. The KSC Teacher Education program uses Charlotte Danielson's (1996) *Framework for Teaching* as our model for teacher evaluation and assessment. Please work together to identify several personal goals for the student teaching experience in the domains listed below.

I. Planning and Preparation

II. Classroom Environment

III. Instruction

IV. Professional Responsibility

Signed: _____
Student Teacher_____
Cooperating Teacher_____
Date

KSC STUDENT TEACHING
LETTER OF RECOMMENDATION
(OR FINAL EVALUATION NARRATIVE)

In addition to the Summative Clinical Evaluation and the Teacher Candidate Dispositions Assessment, cooperating teachers and supervisors must prepare a final evaluation narrative or letter of recommendation. The statement should be printed on school stationery and signed and dated at the bottom.

Prior to the completion of the student teaching experience, the student teacher should have the opportunity to read and discuss the evaluation with you. All completed evaluation forms must be forwarded to the TEGS office at the conclusion of the student teaching experience.

**Association for Childhood Education International
Elementary Education Standards and Supporting Explanation**

2007

DEVELOPMENT, LEARNING AND MOTIVATION

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

CURRICULUM

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

2.7 Physical education – Candidates know, understand, and use – as appropriate to their own understanding and skills – human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

INSTRUCTION

3.1 Integrating and applying knowledge for instruction – Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students – Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving – Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

3.4 Active engagement in learning – Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration – Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT

4.0 Assessment for instruction – Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM

5.1 Professional growth, reflection, and evaluation – Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies –

Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

NH Department of Education, Elementary Education Standards**Ed 612.04 Elementary Education.**

The elementary education program for grades K-6 or K-8 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience in the following areas:

(a) In the area of curriculum and assessment, the ability to:

- (1) Design, administer, and use the results of informal assessments to meet individual needs;
- (2) Use the results of standardized tests, observations, and daily student performance to plan instruction; and
- (3) Help K-6 or K-8 students develop the ability to assess their own progress as learners;

(b) In the area of planning and instructional strategies, the ability to:

(1) Use the following strategies to promote student learning:

- a. Development of student literacy, including reading instruction that leads to development of student strategies for word recognition, decoding skills, and reading comprehension;
- b. Development of student writing skills, including writing process, usage, and grammar;
and

c. Development of student mathematics skills, including number systems, number series, algebraic concepts, informal geometry, measurement, data organization and interpretation skills;

(2) Apply fundamental skills of social interaction, problem solving, and higher order thinking and to foster development of these skills in students by integrating them into all subject areas;

(3) Use enthusiasm and appropriate language and behaviors to provoke interest, curiosity, and engagement in learning for all subjects;

(4) Demonstrate understanding of all subject areas through the proper use of subject specific language, behaviors, and skills;

(5) Use literature and artistic expression as teaching tools in all subject areas;

(6) Use developmentally appropriate practices to create authentic learning experiences crucial to teaching elementary students; and

(7) Integrate effectively a variety of content areas into a holistic, thematic approach to teaching;

(c) In the area of communication and collaboration:

(1) Knowledge of the roles and responsibilities of various personnel, including principal, speech language specialist, speech language pathologist, occupational therapist, special education administrator, and paraeducator, indigenous to elementary schools and districts;

(2) Ability to effectively access and collaborate with school district personnel to support student learning; and

(3) Skill in using a variety of appropriate, constructive communication strategies that effectively engage families, parents, and guardians in discussions of children's growth and development;

(d) In the area of professionalism:

(1) Knowledge of the laws governing the education of all learners and ability to use that knowledge to create an inclusive learning environment;

(2) Ability to understand how the dynamics of the classroom and the teacher's own behavior and skills can impact students' behavior and learning; and

(3) Ability to create systems managing time, space, and discipline that effectively promote learning and a positive classroom climate;

(e) In the area of technology:

(1) Ability to discriminate between developmentally appropriate and inappropriate use of technology with children;

(2) Skill in utilizing technologies effectively to assist student learning; and

(3) Knowledge of how to provide equal access to the digital world;

(f) In the area of language arts content, the ability to:

(1) Explain the usage of structure, grammar, and orthography of the English language;

(2) Analyze, interpret, and evaluate the elements of literary works, including fiction, non-fiction, drama, and poetry; and

(3) Apply knowledge of the influence of social, cultural, psychological, and economic factors to the acquisition of language and language learning and to the teaching of literacy;

(g) In the area of mathematics content, the ability to:

- (1) Explain the meaning and use of numbers and the standard algorithms for the 4 basic operations of addition, subtraction, multiplication, and division;
- (2) Explain basic algebraic concepts, representations, and formulas;
- (3) Explain the proportions of geometry, including relationships and theorems in figures and shapes;
- (4) Explain standard units of measurement; and
- (5) Organize and interpret data through the use of visual displays, probability, and statistics;

(h) In the area of social studies content, ability to:

- (1) Explain world geography and its effects on human, physical, political, and economic systems;
- 2) Explain the pre-history and early civilizations to those of the current day, including their developments and transformations;
- (3) Explain United States history from European exploration and colonization to current developments and transformations;
- (4) Explain the nature, purpose, and forms of local, state, national, and international government

(5) Demonstrate a working knowledge of the tools, goals, and areas of study in anthropology, sociology, and psychology; and

(6) Explain basic micro- and macro-economics; and

(i) In the area of science content, ability to:

(1) Explain, in the area of earth science, the structure and the process of the earth system and its relationship to the universe;

(2) Explain, in the area of life science, the structure, function, and healthy maintenance of living systems;

(3) Explain, in the area of physical science, the structure, property, and interactions of energy and matter;

(4) Apply the inquiry process an educational standard of science pursuant to RSA 193-C:3,III(a) through the use of scientific inquiry; and

(5) Apply an awareness of history and nature of science to an inquiry process an educational standard of science pursuant to RSA 193-C:3,III(a) illuminating the history of science.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4632, eff 7-1-89; EXPIRED 7-1-95

New. #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8229, eff 12-17-04; ss by #8725, eff 9-9-06